



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)
ID: 10121166
District: Bar Harbor School Department
School: Conners-Emerson School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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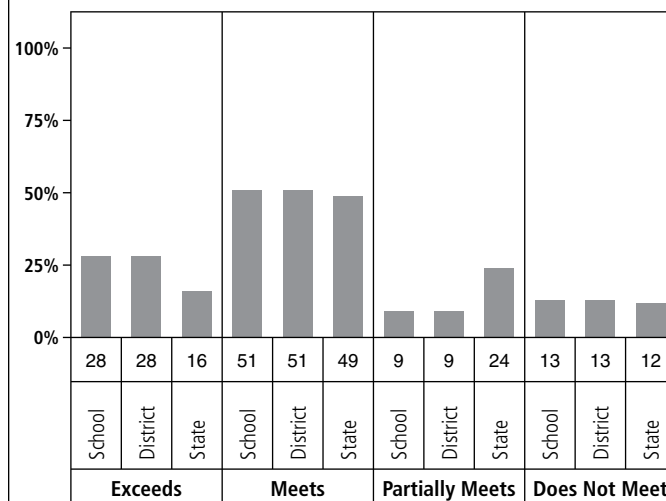
SUMMARY OF SCORES

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

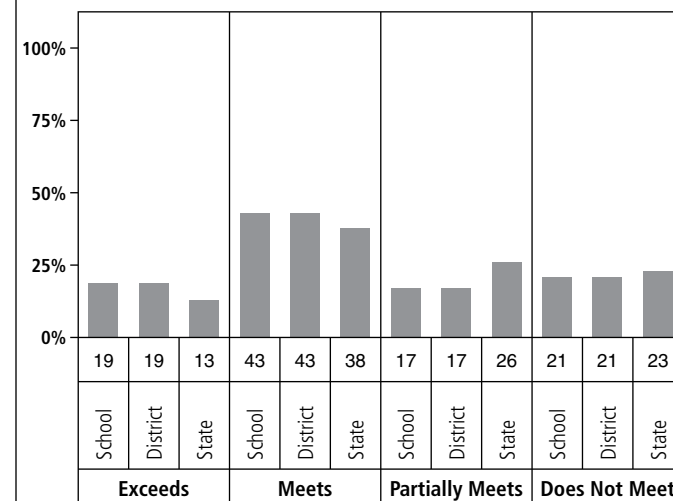
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	855 853 854	855 853 854	845 847 846
Mathematics 2005–2006 2006–2007 Cum. Avg. *	847 845 846	847 845 846	840 842 841
Science & Technology 2005–2006 2006–2007 Cum. Avg. *	849 851 850	849 851 850	846 847 846
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	839 839	839 839	836 836

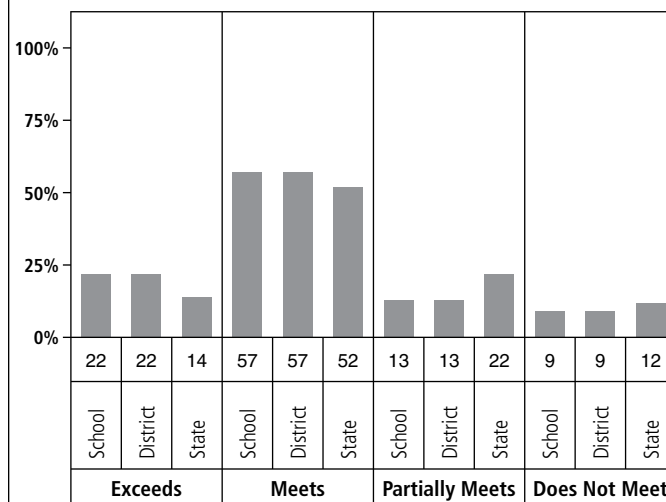
ELA – READING



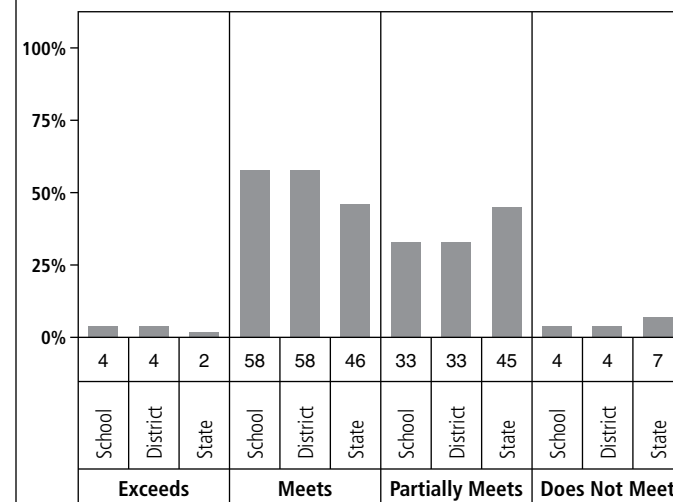
MATHEMATICS



SCIENCE AND TECHNOLOGY



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 8
 District: Bar Harbor School Department
 School: Conners-Emerson School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		49	100	49	100	15800	100	47	100	47	100	15584	99	47	100	47	100	15578	99	46	98	46	98	15540	99	45	96	45	96	15463	98
Ethnicity	African American	1	2	1	2	339	2	1	100	1	100	330	98	1	100	1	100	331	99	1	100	1	100	326	97	1	100	1	100	318	95
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97
	Asian/Pacific Islander	0	0	0	0	194	1	0	0	0	0	189	98	0	0	0	0	189	98	0	0	0	0	188	98	0	0	0	0	188	98
	Hispanic	1	2	1	2	160	1	0	0	0	0	152	96	0	0	0	0	152	96	0	0	0	0	149	94	0	0	0	0	148	94
	White	47	96	47	96	14997	95	46	100	46	100	14807	99	46	100	46	100	14800	99	45	98	45	98	14773	99	44	96	44	96	14704	98
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100
Identified disability		10	20	10	20	2649	17	9	100	9	100	2560	97	9	100	9	100	2557	97	8	89	8	89	2539	97	7	78	7	78	2504	95
Current LEP		0	0	0	0	280	2	0	0	0	0	274	99	0	0	0	0	275	99	0	0	0	0	267	96	0	0	0	0	263	95
Economically disadvantaged		8	16	8	16	5600	35	8	100	8	100	5479	98	8	100	8	100	5476	98	8	100	8	100	5452	98	7	88	7	88	5411	97
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	38	78	38	78	13056	83	39	80	39	80	13057	83	39	80	39	80	13065	83	39	80	39	80	13033	82
Identified disability (PET/IEP)	2	5	2	5	474	4	2	5	2	5	477	4	2	5	2	5	488	4	2	5	2	5	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	0	0	0	0	186	1	0	0	0	0	185	1	0	0	0	0	185	1	0	0	0	0	184	1
Participation with accommodations	9	18	9	18	2283	14	8	16	8	16	2281	14	7	14	7	14	2248	14	6	12	6	12	2198	14
Identified disability (PET/IEP)	7	78	7	78	1855	81	7	88	7	88	1848	81	6	86	6	86	1831	81	5	83	5	83	1790	81
LEP	0	0	0	0	112	5	0	0	0	0	117	5	0	0	0	0	113	5	0	0	0	0	107	5
504 plan	0	0	0	0	60	3	0	0	0	0	61	3	0	0	0	0	60	3	0	0	0	0	61	3
Other	2	22	2	22	284	12	1	13	1	13	284	12	1	14	1	14	272	12	1	17	1	17	268	12
Participation through alternate assessment (PAAP)	0	0	0	0	239	2	0	0	0	0	240	2	0	0	0	0	227	1	0	0	0	0	232	1
Identified disability (PET/IEP)	0	0	0	0	230	96	0	0	0	0	232	97	0	0	0	0	220	97	0	0	0	0	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	2	4	2	4	41	0	2	4	2	4	45	0	2	4	2	4	45	0	2	4	2	4	45	0
Non-participation – other	0	0	0	0	175	1	0	0	0	0	177	1	1	2	1	2	215	1	2	4	2	4	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	14	33	14	33	2695	17
		13	28	13	28	2407	16
		14	30	14	30	2551	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	19	45	19	45	6830	42
		24	51	24	51	7494	49
		22	48	22	48	7162	45
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006 2006-2007 Cum. Avg.	7	17	7	17	3741	23
		4	9	4	9	3628	24
		6	13	6	13	3685	23
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006 2006-2007 Cum. Avg.	2	5	2	5	3003	18
		6	13	6	13	1810	12
		4	9	4	9	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	39.8	71.1	39.8	71.1	36.5	65.2
Literary Text	28	50	20.4	72.9	20.4	72.9	18.0	64.3
Informational Text	28	50	19.4	69.3	19.4	69.3	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	13	28	24	51	4	9	6	13	853	47	28	51	9	13	853	15339	16	49	24	12	847
Ethnicity																						
African American	1										1						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	0										0						187	17	47	24	13	848
Hispanic	0										0						148	9	45	28	18	843
White	46	13	28	23	50	4	9	6	13	853	46	28	50	9	13	853	14586	16	49	23	11	847
Not Reported	0										0						2					
Identified disability																						
Yes	9	1	11	1	11	2	22	5	56	834	9	11	11	22	56	834	2329	1	18	37	44	830
No	38	12	32	23	61	2	5	1	3	858	38	32	61	5	3	858	13010	18	54	21	6	850
Limited English proficient students																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	0										0						255	2	30	31	36	834
Economically disadvantaged																						
Yes	8	0	0	4	50	2	25	2	25	842	8	0	50	25	25	842	5325	7	41	31	21	841
No	39	13	33	20	51	2	5	4	10	856	39	33	51	5	10	856	10014	20	53	20	7	851
Migrant																						
Yes	0										0						7	0	14	57	29	836
No	47	13	28	24	51	4	9	6	13	853	47	28	51	9	13	853	15332	16	49	24	12	847
Gender																						
Female	24	8	33	13	54	2	8	1	4	858	24	33	54	8	4	858	7516	21	50	20	8	850
Male	23	5	22	11	48	2	9	5	22	849	23	22	48	9	22	849	7821	10	47	27	16	844
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	9	0	0	4	44	2	22	3	33	840	9	0	44	22	33	840	803	5	36	38	20	840
No	38	13	34	20	53	2	5	3	8	857	38	34	53	5	8	857	14536	16	50	23	11	848
Gifted/talented program																						
Yes	0										0						555	58	39	3	0	864
No	47	13	28	24	51	4	9	6	13	853	47	28	51	9	13	853	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 8
 District: Bar Harbor School Department
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 36 47 7	1 3 8 1	20 19 38 33	1 9 12 2	20 56 57 67	0 3 1 0	0 19 5 0	3 1 0 0	60 6 0 0	838 852 860 862	11 36 47 7	20 19 38 33	20 56 57 67	0 19 5 0	60 6 0 0	838 852 860 862	8 48 39 5	6 13 20 23	35 50 51 45	30 25 21 19	29 12 7 14	838 847 850 849
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	31 58 9 2	8 5 0 0	57 19 0 0	5 16 3 0	36 62 75 0	1 3 0 0	7 12 0 0	0 2 1 1	0 8 25 100	862 853 850 822	31 58 9 2	57 19 0 0	36 62 75 0	7 12 0 0	0 8 25 100	862 853 850 822	34 52 11 3	22 14 8 5	52 51 38 31	19 25 32 29	8 10 22 36	851 847 841 835
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	24 44 27 4	7 4 1 1	64 20 8 50	4 12 8 0	36 60 67 0	0 3 1 0	0 15 8 0	0 1 2 1	0 5 17 50	866 855 846 840	24 44 27 4	64 20 8 50	36 60 67 0	0 15 8 0	0 5 17 50	866 855 846 840	29 49 19 3	32 12 3 2	52 54 36 25	11 24 39 35	5 10 22 37	855 847 838 833
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	7 66 27	0 9 3	0 31 25	2 17 5	67 59 42	0 2 2	0 7 17	1 1 2	33 3 17	842 858 849	7 66 27	0 31 25	67 59 42	0 7 17	33 3 17	842 858 849	14 63 23	10 16 20	40 50 52	27 24 19	23 10 9	841 848 850
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	2 32 66	0 1 11	0 7 38	0 9 15	0 64 52	0 1 3	0 7 10	1 3 0	100 21 0	822 845 860	2 32 66	0 7 38	0 64 52	0 7 10	100 21 0	822 845 860	7 51 41	3 11 24	28 48 55	34 28 15	36 12 6	834 845 852
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	39 55 7	2 8 2	12 33 67	12 12 0	71 50 0	2 1 1	12 4 33	1 3 0	6 13 0	852 855 857	39 55 7	12 33 67	71 50 0	12 4 33	6 13 0	852 855 857	41 52 6	16 17 7	48 51 39	24 22 30	11 10 24	847 848 840
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	22 53 9 16	4 7 1 1	40 29 25 14	5 14 2 3	50 58 50 43	1 2 1 0	10 8 25 0	0 1 0 3	0 4 0 43	859 857 854 841	22 53 9 16	40 29 25 14	50 58 50 43	10 8 25 0	0 4 0 43	859 857 854 841	18 41 14 27	21 20 14 6	52 51 48 45	19 20 26 31	8 9 13 18	851 850 846 842
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	53 38 9 0	10 3 0 0	42 18 0 0	12 9 3 0	50 53 75 0	2 2 0 0	8 12 0 0	0 3 1 0	0 18 25 0	860 849 844 0	53 38 9 0	42 18 0 0	50 53 75 0	8 12 0 0	0 18 25 0	860 849 844 0	44 48 5 2	22 12 4 3	52 48 42 33	18 27 31 34	8 13 23 30	851 845 840 836
Optional school/district question A. B. C. D.	33 0 67 0	0 0 0 0	0 0 0 0	0 1 0 0	0 50 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 50 50 50	824 831 831 831	33 0 67 0	0 0 0 0	0 0 0 0	0 0 0 0	100 50 50 50	824 831 831 831						

MATHEMATICS RESULTS

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	9	21	9	21	1714	11
	2006-2007	9	19	9	19	1952	13
	Cum. Avg.	9	20	9	20	1833	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	16	38	16	38	5533	34
	2006-2007	20	43	20	43	5870	38
	Cum. Avg.	18	40	18	40	5702	36
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	10	24	10	24	4764	29
	2006-2007	8	17	8	17	3982	26
	Cum. Avg.	9	20	9	20	4373	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	7	17	7	17	4251	26
	2006-2007	10	21	10	21	3534	23
	Cum. Avg.	9	20	9	20	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.9	55.6	8.9	55.6	8.8	55.0
Cluster 2: Shape and Size	14	25	8.3	59.3	8.3	59.3	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	4.6	57.5	4.6	57.5	4.2	52.5
Cluster 4: Patterns	18	32	11.2	62.2	11.2	62.2	10.1	56.1

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	9	19	20	43	8	17	10	21	845	47	19	43	17	21	845	15338	13	38	26	23	842
Ethnicity																						
African American	1										1						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	0										0						187	14	47	22	17	846
Hispanic	0										0						149	6	34	32	28	838
White	46	9	20	19	41	8	17	10	22	845	46	20	41	17	22	845	14581	13	39	26	23	842
Not Reported	0										0						2					
Identified disability																						
Yes	9	1	11	0	0	3	33	5	56	824	9	11	0	33	56	824	2325	1	15	23	61	825
No	38	8	21	20	53	5	13	5	13	850	38	21	53	13	13	850	13013	15	42	26	16	845
Limited English proficient students																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	0										0						256	4	22	29	45	831
Economically disadvantaged																						
Yes	8	0	0	3	38	0	0	5	63	828	8	0	38	0	63	828	5322	5	29	29	36	834
No	39	9	23	17	44	8	21	5	13	849	39	23	44	21	13	849	10016	17	43	24	16	846
Migrant																						
Yes	0										0						7	14	0	29	57	832
No	47	9	19	20	43	8	17	10	21	845	47	19	43	17	21	845	15331	13	38	26	23	842
Gender																						
Female	24	7	29	11	46	2	8	4	17	850	24	29	46	8	17	850	7512	12	39	27	22	842
Male	23	2	9	9	39	6	26	6	26	840	23	9	39	26	26	840	7824	14	38	25	24	842
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	9	0	0	2	22	3	33	4	44	829	9	0	22	33	44	829	805	2	22	35	41	832
No	38	9	24	18	47	5	13	6	16	849	38	24	47	13	16	849	14533	13	39	25	22	842
Gifted/talented program																						
Yes	0										0						555	63	35	2	0	866
No	47	9	19	20	43	8	17	10	21	845	47	19	43	17	21	845	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 36 47 7	0 2 6 1	0 13 29 33	2 3 13 2	40 19 62 67	1 6 1 0	20 38 5 0	2 5 1 0	40 31 5 0	833 838 856 855	11 36 47 7	0 13 29 33	40 19 62 67	20 38 5 0	40 31 5 0	833 838 856 855	8 48 39 5	7 11 15 18	27 39 40 36	23 27 26 23	44 23 19 23	832 841 844 843
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 53 7 5	6 2 1 0	40 9 33 0	8 9 1 0	53 39 33 0	0 8 0 0	0 35 0 0	1 4 1 2	7 17 33 100	859 841 845 809	35 53 7 5	40 9 33 0	53 39 33 0	0 35 0 0	7 17 33 100	859 841 845 809	34 48 14 3	22 9 6 5	43 40 27 14	20 29 30 22	15 22 37 59	848 841 835 827
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	21 56 19 5	6 2 0 1	67 8 0 50	2 13 3 1	22 54 38 50	1 5 2 0	11 21 25 0	0 4 3 0	0 17 38 0	864 846 829 857	21 56 19 5	67 8 0 50	22 54 38 50	11 21 25 0	0 17 38 0	864 846 829 857	24 46 24 6	34 9 2 1	43 45 27 13	13 27 36 33	10 19 35 52	853 842 833 827
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	26 53 21	1 3 5	9 13 56	3 11 4	27 48 44	3 5 0	27 22 0	4 4 0	36 17 0	837 844 864	26 53 21	9 13 56	27 48 44	27 22 0	36 17 0	837 844 864	31 53 16	3 11 38	31 43 38	32 27 12	34 19 12	835 843 854
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	40 52 7	1 8 0	6 36 0	10 6 2	59 27 67	3 5 0	18 23 0	3 3 1	18 14 33	845 849 841	40 52 7	6 36 0	59 27 67	18 23 0	18 14 33	845 849 841	42 51 6	10 15 13	38 40 27	28 25 24	23 20 36	841 844 837
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	14 23 50 14	2 0 7 0	33 0 32 0	2 5 9 3	33 50 41 50	1 5 1 1	17 50 5 17	1 0 5 2	17 0 23 33	848 846 849 837	14 23 50 14	33 0 32 0	33 50 41 50	17 50 5 17	17 0 23 33	848 846 849 837	6 13 39 41	10 9 13 14	33 36 40 38	25 28 27 24	32 27 19 23	838 839 843 842
Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	82 11 5 2	9 0 0 0	25 0 0 0	16 2 1 0	44 40 50 0	6 1 1 0	17 20 50 0	5 2 0 1	14 40 0 100	850 833 837 800	82 11 5 2	25 0 5 0	44 40 50 0	17 20 50 0	14 40 0 100	850 833 837 800	38 37 13 13	15 12 11 9	41 38 36 33	24 27 27 27	19 23 26 31	844 842 840 838
How do you feel about the following statement? “My knowledge of mathematics will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	63 33 2 2	6 3 0 0	22 21 0 0	13 4 1 1	48 29 100 100	5 3 0 0	19 21 0 0	3 4 0 0	11 29 0 0	850 843 844 850	63 33 2 2	22 21 0 0	48 29 100 100	19 21 0 0	11 29 0 0	850 843 844 850	56 37 5 2	16 9 6 3	42 36 28 17	24 29 26 29	18 26 40 51	845 840 834 828
Optional school/district question A. B. C. D.	33 0 67 0	0 0 0	0 0 0	0 1 50	0 0 50	0 0 0	0 0 0	1 1 50	100 50 830	816 830 830	33 0 67 0	0 0 0	0 50 0	0 0 50	100 50 830	816 830 830						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS			STUDENTS AT EACH ACHIEVEMENT LEVEL					
			School		District		State	
			N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.								
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.		4	10	4	10	1879	12
			10	22	10	22	2192	14
			7	16	7	16	2036	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.		29	69	29	69	8604	53
			26	57	26	57	7916	52
			28	62	28	62	8260	52
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006 2006-2007 Cum. Avg.		6	14	6	14	3618	22
			6	13	6	13	3340	22
			6	13	6	13	3479	22
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006 2006-2007 Cum. Avg.		3	7	3	7	2174	13
			4	9	4	9	1865	12
			4	9	4	9	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.9	63.6	8.9	63.6	8.8	62.9
Cluster 2: Physical Sciences	14	25	7.8	55.7	7.8	55.7	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	8.2	58.6	8.2	58.6	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	9.5	67.9	9.5	67.9	8.0	57.1

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	10	22	26	57	6	13	4	9	851	46	22	57	13	9	851	15313	14	52	22	12	847
Ethnicity																						
African American	1										1						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	0										0						186	14	52	19	15	847
Hispanic	0										0						146	8	49	23	21	843
White	45	9	20	26	58	6	13	4	9	850	45	20	58	13	9	850	14564	15	52	22	12	848
Not Reported	0										0						2					
Identified disability																						
Yes	8	0	0	3	38	2	25	3	38	836	8	0	38	25	38	836	2319	2	28	31	38	835
No	38	10	26	23	61	4	11	1	3	854	38	26	61	11	3	854	12994	16	56	20	8	850
Limited English proficient students																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	0										0						252	3	31	27	39	835
Economically disadvantaged																						
Yes	8	0	0	3	38	3	38	2	25	837	8	0	38	38	25	837	5307	6	44	29	21	842
No	38	10	26	23	61	3	8	2	5	854	38	26	61	8	5	854	10006	19	56	18	7	850
Migrant																						
Yes	0										0						7	0	43	14	43	837
No	46	10	22	26	57	6	13	4	9	851	46	22	57	13	9	851	15306	14	52	22	12	847
Gender																						
Female	24	8	33	12	50	3	13	1	4	853	24	33	50	13	4	853	7502	13	51	24	11	847
Male	22	2	9	14	64	3	14	3	14	848	22	9	64	14	14	848	7809	15	52	20	13	848
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	9	0	0	2	22	5	56	2	22	836	9	0	22	56	22	836	800	5	38	35	22	841
No	37	10	27	24	65	1	3	2	5	854	37	27	65	3	5	854	14513	15	52	21	12	848
Gifted/talented program																						
Yes	0										0						553	61	37	1	0	865
No	46	10	22	26	57	6	13	4	9	851	46	22	57	13	9	851	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 36 47 7	0 3 7 0	0 19 33 0	2 8 13 3	40 50 62 100	1 4 1 0	20 25 5 0	2 1 0 0	40 6 0 0	836 849 857 854	11 36 47 7	0 19 33 0	40 50 62 100	20 25 5 0	40 6 0 0	836 849 857 854	8 48 39 5	7 13 18 18	40 52 54 51	25 23 20 19	28 12 8 13	840 847 850 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	9 16 53 22	0 1 8 1	0 14 33 10	4 3 12 7	100 43 50 70	0 2 3 1	0 29 13 10	0 1 1 1	0 14 4 10	852 845 855 848	9 16 53 22	0 14 33 10	100 43 50 70	0 29 13 10	0 14 4 10	852 845 855 848	27 49 19 4	16 15 13 7	54 52 51 43	20 22 23 26	10 12 13 25	849 848 847 841
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	4 56 36 4	1 8 1 0	50 32 6 0	1 12 12 1	50 48 75 50	0 2 3 1	0 8 19 50	0 3 0 0	0 12 0 0	865 853 850 840	4 56 36 4	50 32 6 0	50 48 75 50	0 8 19 50	0 12 0 0	865 853 850 840	21 54 21 3	28 14 5 2	53 55 46 36	13 21 31 32	7 10 18 31	853 848 842 837
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	59 27 14	7 2 1	27 17 17	15 8 3	58 67 50	4 1 0	15 8 0	0 1 2	0 8 33	854 852 844	59 27 14	27 17 17	58 67 50	15 8 0	0 8 33	854 852 844	33 57 10	14 14 19	51 53 52	23 22 17	13 11 13	847 848 849
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	44 49 7	4 5 1	20 23 33	11 14 1	55 64 33	3 2 1	15 9 33	2 1 0	10 5 0	850 853 853	44 49 7	20 23 33	55 64 33	15 9 33	10 5 0	850 853 853	41 53 5	14 15 8	53 52 41	21 22 26	11 11 25	848 848 841
Which statement describes how often and how long your science class meets? A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities.	10 50 8 33	1 5 1 3	25 25 33 23	2 12 1 7	50 60 33 54	1 2 0 2	25 10 0 15	0 1 1 1	0 5 33 8	853 854 846 850	10 50 8 33	25 25 33 23	50 60 33 54	25 10 0 15	0 5 33 8	853 854 846 850	68 16 6 10	16 13 13 9	54 49 46 46	21 23 25 25	10 14 16 20	849 846 845 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	29 33 17 21	1 7 2 0	8 50 29 0	10 4 4 6	83 29 57 67	1 1 0 3	8 7 0 33	0 2 0 0	0 14 14 0	851 857 851 846	29 33 17 21	8 50 29 0	83 29 57 67	8 7 0 33	0 14 14 0	851 857 851 846	26 23 22 28	8 16 30 7	54 54 48 51	24 19 14 28	13 12 8 13	845 848 853 845
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	33 48 19 0	5 3 2 0	36 15 25 0	8 13 3 0	57 65 38 0	1 4 1 0	7 20 13 0	0 0 2 0	0 0 25 0	858 851 845 0	33 48 19 0	36 15 25 0	57 65 38 0	7 20 13 0	0 0 25 0	858 851 845 0	29 54 13 3	19 14 7 4	53 52 49 46	17 22 28 27	10 11 16 24	850 848 844 841
Optional school/district question A. B. C. D.	33 0 67 0	0 0 0 0	0 0 0 0	0 1 0 0	0 50 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 50 50 50	820 837 837 837	33 0 67 0	0 0 0 0	0 50 0 0	0 0 0 0	100 50 50 50	820 837 837 837						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

ELA–WRITING RESULTS

Date: March 2007
Grade: 8
District: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	2 2	4 4	2 2	4 4	285 285	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	26 26	58 58	26 26	58 58	6948 6948	46 46
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 2006-2007 Cum. Avg.	15 15	33 33	15 15	33 33	6873 6873	45 45
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 2006-2007 Cum. Avg.	2 2	4 4	2 2	4 4	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.2	56.0	11.2	56.0	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.7	47.5	5.7	47.5	5.3	44.2
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.5	68.8	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	2	4	26	58	15	33	2	4	839	45	4	58	33	4	839	15231	2	46	45	7	836
Ethnicity																						
African American	1										1						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	0										0						186	2	49	39	10	837
Hispanic	0										0						145	0	37	57	6	834
White	44	1	2	26	59	15	34	2	5	838	44	2	59	34	5	838	14491	2	46	45	7	836
Not Reported	0										0						2					
Identified disability																						
Yes	7	1	14	1	14	4	57	1	14	829	7	14	14	57	14	829	2282	0	12	58	30	823
No	38	1	3	25	66	11	29	1	3	841	38	3	66	29	3	841	12949	2	52	43	3	838
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	0										0						250	0	30	55	15	830
Economically disadvantaged																						
Yes	7	0	0	4	57	3	43	0	0	835	7	0	57	43	0	835	5264	1	33	54	12	832
No	38	2	5	22	58	12	32	2	5	840	38	5	58	32	5	840	9967	3	52	40	5	838
Migrant																						
Yes	0										0						7	0	43	29	29	829
No	45	2	4	26	58	15	33	2	4	839	45	4	58	33	4	839	15224	2	46	45	7	836
Gender																						
Female	24	2	8	17	71	5	21	0	0	844	24	8	71	21	0	844	7476	3	58	37	3	840
Male	21	0	0	9	43	10	48	2	10	833	21	0	43	48	10	833	7753	1	34	53	12	832
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	8	0	0	3	38	4	50	1	13	832	8	0	38	50	13	832	796	0	32	58	10	831
No	37	2	5	23	62	11	30	1	3	840	37	5	62	30	3	840	14435	2	46	44	7	836
Gifted/talented program																						
Yes	0										0						553	10	74	16	0	847
No	45	2	4	26	58	15	33	2	4	839	45	4	58	33	4	839	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number